

**Curriculum & Quality Committee of Corporation
Minutes of meeting 63, 18 October 2016**

Present: Mike Noddings (Chair), John Wilson (Vice-Chair), Jackie Goodman, Jay Trivedy
In attendance: Jim Darmody (Senior Tutor/College Designated Safeguarding Person), Jamie Davies (Assistant Principal), Julie Peaks (Vice-Principal), Mark Rothery (Vice-Principal), Ian Taylor (Assistant Principal)
Clerk: Fiona Bagchi

63.1 Apologies for absence

Apologies were received from Committee members, Caroline Dawes and Andrew King.

63.2 Declaration of interests

There were no declarations of interest.

63.3 Election of Chair & Vice-Chair

Mike Noddings was elected as Chair of the C&Q Committee for 2016/17: proposed John Wilson, seconded Jackie Goodman.

John Wilson was elected Vice-Chair of the C&Q Committee for 2016/17: proposed Mike Noddings, seconded Jackie Goodman.

Minutes & matters arising

63.4 Minutes of meeting 62 held on 20 June 2016

The minutes of meeting 62 held on 20 June 2016 were approved.

63.5 Matters arising and actions

(Matters Arising, below, are numbered according to their position in the action points table appended to the end of the previous minutes. The reference to the item where the action can be found in the previous minutes is given in brackets at the end of the action).

- 1 ***The annual Learning, Teaching and Assessment (LTA) report would be presented to the Committee in Nov. 2016 (62.4).***

Action: DSG

- 2 ***The annual complaints report would be presented to the Committee in Nov. 2016. It was noted that the Principal had decided to retain the existing classification system (62.6).***

Action: JKT

- 3 The Committee's 2015/16 performance indicator (PI) report was on the agenda (62.6).

- 4 The Committee first draft of the Corporation's draft collective self-assessment questionnaire 2015/16 was on the agenda. The questionnaire format had been presented to the Sept. 2016 Corporation meeting, for information, with the final draft graded questionnaire to be presented to the Dec. 2016 Corporation meeting for approval (62.6).

- 5 Specified C&Q Committee minutes had been released from confidentiality,

as agreed (62.7).

- 6 The Shadow Accountability document using 2015 data was on the agenda (62.14).
- 7 Updating changes to the Committee's terms of reference and standing agenda item list had been approved by the Corporation at its Oct. 2016 meeting, on the recommendation of the Committee (62.17).

Curriculum & quality issues

63.6 Focus groups: student experience report

Jim Darmody (Senior Tutor/College Designated Safeguarding Person) presented a report the Student Focus Group meetings which took place during summer term 2016.

Members noted that:

- During summer term 2016, the College had conducted a series of focus group meetings with students from each year-group, with meetings arranged to coincide with College tutorial sessions;
- Over 150 students took part in the activity, of which 40 were Single Year students;
- Themed questions had included (1) Have the reviews and assessments of your progress helped you to become a more effective learner, (2) Have you looked for and received the guidance you have needed, (3) How useful have the tutorial sessions been and how can we improve them, (4) Have you had fair opportunities and equal treatment, (5) Thinking about your safety at Wyke (6) Staying Healthy, (7) Economic wellbeing, (8) Making a positive contribution, (8) Have you been able to use the resources you need for learning;
- Additional themed questions asked in the British Values Focus group 2015-16 included (1) Do you experience mutual respect in college and that you are treated fairly and equally, (2) To what extent are you aware of societies concern over extremism, how has College raised awareness this issue, (3) What do you understand by the term British values, in what ways has this been discussed or taught in your studies and what else should the college do to further promote this?

Members noted in discussion that:

- The main actions arising from the focus group meetings had already been implemented e.g. changes to pastoral sessions to one group and one 1:1 session, the revised assessment process, and an extra consultation evening;
- Issues concerning additional healthy eating options would also be considered as part of the separate catering survey;
- Not all issues raised were acted upon e.g. a smoking shelter had been requested but no action would be taken on this as the College's commitment to ensuring student health meant that they did not encourage smoking;
- The British Values Focus group report indicated that students had a good understanding of this area, which was now taught across the curriculum rather than just through the pastoral system;
- Disability had also been discussed, with reference both to physical impairment and mental health issues;
- It had been decided that there would be 2 focus group surveys held in 2016/17 (i.e. one during the autumn term and one during the summer term) instead of an annual focus group survey.

It was noted in response to members' questions that:

- Students were informed of actions arising from the survey through a presentation in tutorials and posters placed around the College;

The Committee received the College's report on Student Focus Group meetings held during summer term 2016.

63.7 Exam results & initial performance data, including value-added report

(The Principal, Jay Trivedy, joined the meeting during this item).

The Committee received, for information and reference, the following reports which were considered at the Sept. 2016 Corporation meeting: the 2016 exam results table; the 2016 exam results overview, including an institutional-level AS, A2 and BTEC Alps report and the sixth dimensions of performance report value-added analysis.

Ian Taylor (Assistant Principal) presented extracts from the 2016 A2, AS & BTEC Alps report by subject, which covered the period 2012/13 - 2015/16, and which were discussed in detail.

Members noted, with reference to the 2016 Alps table that:

- While the College's A2 provision was in the top 25% nationally for value-added there were fewer individual subjects in the top 25% (grades 1-3) in 2016, with more smaller subjects getting grade 4s, for example, than had been the case historically although there were also fewer grade 7/8s i.e. only one in 2016) in a qualification [*confidential minute*];
- The 2016 AS Alps table showed the College's AS provision in the top 10% nationally for value-added, although there were 4 subjects which had value-added at grade 7 (compared with 3 in 2015, with all improving value-added in 2016);
- Good value-added for BTEC, which was just below the 10% national threshold and which had no 7/8 grades during the 4-year period shown in the table.

It was noted in response to members' questions that actions being taken to improve value-added scores included: reviewing subject areas where value-added was flat as well as subjects with lower scores; considering how to improve the value-added grades of students arriving with GCSE scores of 6.5+; comparing the practice of departments adding value to students with high Minimum Expected Grades (MEGs) with those departments that were less successful in this respect.

[*Confidential minute*].

Members discussed Year 2 students' comments on the usefulness of MEGs, as reported in the 2016 focus group report considered earlier on the agenda, noting that the College accepted that some additional work needed to be done to help all students understand the value of MEGs. The use of realistic compared to aspirational MEGs was discussed. It was noted that, if all MEGs were achieved, each subject would show Alps grade 3 (i.e. positive) value-added.

The Committee congratulated the following subjects which had consistently high value-added scores and had each achieved an Alps value-added score of 1 in 2016: PE AS, Applied Science AS, and the BTEC 90-credit Diploma in Sport.

The Committee received the College's report on exam results and initial performance data, noting actions being taken to bring about improvements in value-added scores.

63.8 Review of College Plan scorecard outcomes & draft targets

Ian Taylor (Assistant Principal) presented the report on College scorecard outcomes for 2016 and draft targets for 2016/17.

Members considered the scorecard in detail, noting that targets had been achieved for: Level 3 and Level 2 success rates; the percentage of Level 2 students obtaining grades A-C; the value added scores for AS ALPS and the A2 percentage of courses with value-added scores <5; student attendance; the number of students at census date (based on current numbers); the Level 3 AB rate. It was noted that, where targets had not been achieved in 2016, proposed targets for 2016 were the same as in 2016 or higher than the 2016 outcome, with the following exception: the 2017 A2 success rate target.

Members considered draft targets for 2016/17, noting that some targets remained to be

calculated, there was some uncertainty concerning some future outcomes as a result of the introduction of linear A Levels, and that some measures in the plan could change in future as a result of the introduction of changed accountability measures (see also agenda item 63.11). The Committee considered whether 2017 targets proposed to date were both realistic and challenging, taking into account 2016 outcomes. Members considered the A2 success rate column in the table, noting a 2016 success rate of 96.5% (against a target of 98%) and a proposed 2017 target of 96%.

The Committee agreed that the 2017 A2 success rate target should be no lower than the actual outcome figure for 2016 i.e. 96.5%.

The Committee agreed to recommend the proposed College scorecard targets to Corporation for approval, including the above amendment to the A2 success rate target. It was noted that draft targets would be presented to the Dec. 2016 meeting of the Corporation.

Action: IDT/Chair

63.10 Assessment calendar

It was agreed that the assessment calendar should be considered at this point on the agenda.

The Committee considered the student assessment calendar for 2016/17, noting the dates of standardised assessments (3 p.a. for Single Year and Year 2 students and 4 for Year 1 students), mock examinations for Year 1 and Year 2 students at the end of the autumn term, mock examinations for Year 2 students at the end of the spring term, and end of year examinations for Year 1 students and external A level examinations during the summer term.

It was noted in response to members' questions that:

- The new system had been developed as a result of the introduction of linear A Levels;
- Assessments were robust and rigorous and took about an hour of class time;
- Assessments were quality checked by the Head of Faculty;
- Students doing less well in assessments would receive support to help them improve and students receiving a U grade in mock examination would have to re-sit them;
- The assessment system would work in conjunction with the predicted grades system.

The Committee received the student assessment calendar for 2016/17 and agreed that a further report on assessment should be made to the Committee's Feb. 2017 meeting.

Action: JAD

63.9 Presentation on curriculum plans

The Committee received, for information, the curriculum offer and development report, which had been presented as part of the documentation supporting the College Area Based Review (ABR) site visit on 13 Oct. 2016, and the curriculum change numbers table.

Mark Rothery (Vice-Principal) gave a presentation on the new curriculum model which had been developed following the introduction of linear A levels, with reference to enrolment for 2016/17.

Members noted with reference to the 2016 enrolment that:

- As previously noted, most students were expected to take 3 linear A levels as their core plus 1-2 electives and tutorial and enrichment courses;
- The first enrolment to the new curriculum model in Sept. 2016 had required a new process of estimating numbers to be developed, which had proved generally accurate in terms of overall student numbers and the number of teaching groups;
- Enrolment numbers were comparable to 2015/16 but, moving to a 3 core A Levels plus electives model, had meant that subject demand had changed from 2015/16 [*confidential minute*];
- Several additional EPQ groups had been created and staffed by varying part-time staff roles.

Members noted the following curriculum changes from 2017:

- The final tranche of reformed A level specifications would be introduced in Sept. 2017, with subjects taught at Wyke in this grouping being Maths, Accounting, Law, Film Studies, Media Studies, Government and Politics;
- Plans were in place to select specifications and make preparations for the above courses;
- A number of current Level 3 courses had national end dates and the College was therefore planning to replace them with similar options e.g. the Applied Science single and dual award A Level would be replaced by the BTEC extended certificate in Applied Science and the BTEC extended diploma in Applied Science, the BTEC subsidiary diploma in music technology would be replaced by the BTEC diploma in music production, the BTEC subsidiary diploma in computing would be replaced by the BTEC extended certificate in computing and the BTEC extended certificate in ICT;
- In addition, due to low student demand, the College had decided that AS General Studies would not be offered as a fast-track for 2017/8.

The Committee received reports and a presentation on curriculum plans, with particular reference to Level 3, and agreed that a report on level 2 should be presented during 2017.

Action: MCR

63.10 Assessment calendar

The Committee noted that the assessment calendar had been considered earlier on the agenda.

63.11 New accountability measures: shadow document

It was noted that the June 2016 meeting of the Committee had considered a report on new accountability measures 2016 (to be reported 2017), indicated in a 'shadow' view using 2015 data as an illustration, with members noting that for 2015/16 there would be 5 headline measures: progress (value-added); attainment; an English & Maths progress measure (for students who had not achieved a grade C at GCSE at the end of key stage 4); retention; destinations.

Ian Taylor (Assistant Principal) presented a report on the 2016 shadow measures prepared by Bill Jackson (Director of Management Information Systems) from the Department for Education's 2016 shadow measures data for 16-18 year olds, which demonstrated the College's performance against the average performance for all schools and colleges.

Members noted that:

- With reference to the A Level cohort and the Academic cohort tables, the College's points score per A Level entry and Academic entry were below the national average, with retention above the national average in each case;
- With reference to the Applied General cohort table and the Tech level cohort table, both the College's points score per Applied General entry and Tech level entry, with retention above the national average in each case;
- Progress in English and Maths was significantly above the national average;
- The average points score per entry in the best 3 A Levels was above the national average but the number of students attaining at least AAB at A level in at least 2 facilitating subjects was below the national average.

Members noted in discussion that the data contained much information of which the Committee was already aware i.e. that while points per entry were lower than the national average, value-added was strong. Members discussed how destinations data would be collected and whether it would be weighted. It was noted that changes in the collection of accountability data would also affect league tables.

The Committee received a report on 2016 shadow measures data for 16-18 year olds, which demonstrated the College's performance against the average performance for all

schools and colleges.

Committee matters

63.12 Committee checklist & Performance Indicators (PIs)

The Committee considered its 2015/16 performance checklist and performance indicators for 2015/16 (PIs).

The Committee noted that it was fully compliant with its 2015/16 performance checklist and that PIs for attendance, quoracy and completion of the Committee's performance checklist had met the agreed target, with PIs for review of standing agenda items at the relevant meeting being 94% (against a target of 100%) and dispatch of papers within the agreed timescale being 66% (2/3 meetings).

Corporation matters

63.13 Corporation collective self-assessment questionnaire 2015-16 first draft

Members discussed the grading of the first draft of the Corporation collective self-assessment questionnaire 2015-16.

The Committee agreed that there should be a presumption that the separate sections of the Corporation collective self-assessment questionnaire 2015-16 should be graded as 1, and where this was not the case, the actions column should indicate how this would be achieved. It was agreed that the graded draft should be recommended to the Dec. 2016 meeting of the Corporation for approval.

Action: Clerk/Chair

Appendix A: Documents from outside bodies

63.14 Documents from the EFA, SFCA, DfE, BIS & other outside bodies

The College received the following documents for information and reference: a summary of changes arising from Ofsted's FE & Skills Inspection Handbook (effective from Sept. 2016), extracts from the Sixth Form Colleges' Association (SFCA) Update of 13 Oct. 2016, together with a briefing on Ofsted's approach to the inspection of governance.

Final matters

63.15 Any other business

(i) Area Based Review (ABR) site visit, 13 Oct. 2016

John Wilson, as Chair of the Corporation, reported that the College ABR site visit had taken place on 13 Oct. 2016 and had reviewed the curriculum, finance and estates. ABR advisers John Boyle and Neil Hopkins had attended for the ABR team and had met with John Wilson and Mike Noddings, Vice-Chair of the Corporation, to discuss governance matters, in addition to meeting with College managers.

[Confidential minute].

The Committee received a verbal report on the ABR site visit which had taken place on 13 Oct. 2016.

63.16 Risk management – items identified at the meeting

There were no new items of risk identified at the meeting.

63.17 Date of next meeting

It was noted that the Committee was next scheduled to meet on 16 November 2016 at 4.30pm and that Committee members were also invited to attend the College's SAR moderation meeting which was scheduled to commence at 1.30pm.

Fiona Bagchi
Clerk to the Corporation

**Curriculum & Quality Committee of Corporation
Minutes of meeting 64, 16 November 2016**

Present: Mike Noddings (Chair), John Wilson (Vice-Chair), Caroline Dawes, Jackie Goodman, Andrew King, Jay Trivedy
In attendance: Jim Darmody (Senior Tutor/College Designated Safeguarding Person), Jamie Davies (Assistant Principal), David Green (Head of Teaching, Learning & Assessment (TLA)), Julie Peaks (Vice-Principal), Mark Rothery (Vice-Principal), Ian Taylor (Assistant Principal)
Clerk: Fiona Bagchi

64.1 Apologies for absence

It was noted that there were no apologies for absence.

64.2 Declaration of interests

The following standing declarations were noted: Carolyn Dawes (employee, Kelvin Hall School), Jackie Goodman (employee, Hull College), Andrew King (employee, University of Hull).

Curriculum & quality issues - Part 2

64.10 Work experience and student destinations reports

It was agreed that the work experience and student destinations reports should be considered at this point on the agenda.

(i) Student destinations report 2015/16, including UCAS report

Jim Darmody, Senior Tutor, presented the student destinations report 2015/16 (including in-year leavers) and the Universities & Colleges Admissions Service (UCAS) destinations report for 2016 entry to higher education (HE), which was discussed.

Members noted that:

- 72% of Year 2 students entered HE in 2015/16 (2014/15: 75%), with 9% taking a gap year before HE (2014/15: 6%);
- 78% of Year 1 taking A Levels proceeded to Year 2 (2014/15: 74%), with 4% re-starting their course (2014/15: 5%), 7% went into further education (FE) (2014/15: 8%), 1% went into employment (2014/15: 1%), and 4% took up apprenticeships (2014/15: 6%);
- 47% of Single Year students returned to the College (2014/15: 48%), 17% went into FE (2014/15: 29%), 2% went into employment (2014/15: 1%), and 17% took up apprenticeships (2014/15: 15%).

Members considered the UCAS destinations report for 2016 entry to HE, noting:

- In the UCAS cycle for 2016 entry (2017 deferred entry), 680 Wyke students submitted applications, with 88.8% placed (2015 entry: 528 applications with 91.3% placed);
- The majority of students continued to chose HE institutions close to their home e.g. with more than half of all students placed choosing an institution in

the Yorkshire and Humber region and more than a third choosing the University of Hull.

The effect of the University of Hull offering unconditional places to applicants making them a firm choice and also the proximity of the University was considered with reference to the increase in students placed at the University of Hull in 2016.

It was noted in response to members' questions that:

- Further enrichment opportunities would be delivered to the 2016/17 Year 1 cohort to provide wider knowledge of what universities throughout the different regions in the UK had to offer;
- The 2016 entry saw 121 of the College's students accepted into Russell Group universities, which was 17.8% of the overall cohort (2015 entry: 94 students, 17.8% of the overall cohort);
- 2 students accepted places at Cambridge.
- 5 Medical, 1 Veterinary Science and 1 Dentistry students were placed.

The Committee received the College's student destinations report 2015/16, including UCAS destinations report, and agreed that, as further analysis would be possible once the UCAS 2016 report was published in Dec. 2016, the student destinations report and UCAS report should be presented to the Committee's spring term meeting from 2017/18.

Action: Clerk

(ii) Work experience report

Jim Darmody, Senior Tutor, presented the work experience report, which was discussed.

Members noted that:

- There had been a significant increase in the number of students going out on work experience in 2016/17 i.e. 256 year to date compared to 114 in 2014/15;
- This followed initiatives from pastoral and curricular areas and the appointment of a Work Experience and Careers Co-ordinator from June 2016;
- There had been guidance for students throughout their programme, access to appropriate placements had been facilitated and work experience log books had been introduced;
- All students on BTEC 90 credit courses (including Health & Social Care, Sport and IT Computing) were expected to do work experience as a compulsory requirement (243 students in total) and in 2016/17 year to date 13 students had also undertaken work experience as part of enrichment;

It was noted in response to members' questions that:

- Access to work experience would be reviewed by Ofsted at inspection;
- Students intending to apply for university medical and veterinary science programmes were helped to gain relevant work experience;
- The College's Work Experience and Careers Co-ordinator was developing links with large local employers;
- The College organised careers events for students.

The Committee received the College's report on student work experience, noting the significant increase from 44 students undertaking work experience in 2012/13 to 256 students in 2016/17 year to date.

(Andrew King joined the meeting. Jim Darmody left the meeting).

Curriculum & quality issues - Part 1

64.3

Annual Learning, Teaching & Assessment Report

David Green (Head of Learning, Teaching and Assessment) presented the 2015-16 Learning, Teaching & Assessment (LTA) Report.

The Committee noted that the College had continued to operate an integrated LTA strategy during 2015/16, with the areas covered in the annual report including learning circles, lesson planning and assessment, the impact of LTA on staff, peer observation, LTA strengths and areas for improvement (AFIs), work scrutiny (assessment and feedback review), literacy steering group, numeracy, employability, British values and the Prevent Duty, equality and diversity, and the LTA quality improvement action plan.

Members noted that Jamie Davies (Assistant Principal) had presented to the Committee's June 2016 meeting a report on the new College lesson observation process, in which lessons were reviewed in relation to 7 teaching standards, noting that the teaching standards had also been used to inform and to drive forward the priorities when setting the annual LTA programme.

(i) Learning Circles

Members noted that:

- Staff had been allocated to cross-Faculty groups composing of 5-6 members, with groups representative of different Faculties, male and female staff and teaching/management roles;
- Analysis of the Observation of TLA (OLTA) reports for 2014-15 revealed that the teaching professional standard of "planning and teaching well-structured lessons" was the main area for staff to develop with a particular LTA focus and assessment, differentiation, time management and questioning were the most frequent AFIs and staff were therefore asked to focus on one of these areas to develop during the learning circles;
- 5 calendared LTA meetings took place in 2015-16, with staff working in their clusters and the aim of each session being to collaboratively plan a staff member's future lesson with their LTA focus, with staff encouraged to experiment, develop and take risks;
- Following the meeting, a peer observation took place in which a member of the cluster would go into the staff member's lesson for 15-20 minutes and produce a short written peer observation report reflecting upon the process, in which 'Strengths' and 'Even Better if (EBI) . . . ' sections were completed;
- In June 2016, there had been a half-day training day in which the clusters and peer observation work had been summarised and reflected upon, with staff being allocated to groups based on their AFIs;
- Staff were given an internally produced Journal of Academic Research, Reflection and Experimentation booklet to provide evidence of internal Continuing Professional Development (CPD);
- In evaluating the process, it was concluded that evidence of LTA discussion within Faculty and Department areas could be stronger and more consistent and as part of the LTA programme for 2016-17, there would therefore be intermittent and calendared LTA Faculty and Department discussions to supplement the developmental work being undertaken within the Learning Circles.

It was noted in response to members' questions that:

- With reference to the action from the 2013 College Ofsted report which related

to the sharing of best practice, the College considered that the structured LTA college-wide meetings had facilitated and provided evidence of the effective sharing of best practice since that date.

(ii) Impact of LTA internal CPD programme on staff

Members noted that the positive evaluation of the LTA internal CPD programme on staff i.e.

- As part of the July 2016 training event, staff had been asked to complete a postcard reflecting upon their views of what had worked well and why in respect of the learning circles initiative, with staff reporting overall that the opportunity of working across Faculties had been beneficial and with some staff reporting that they had learnt LTA skills and methods that they could employ within their own teaching during the forthcoming year.

(iii) Peer Observation Summary of Impact

Members noted that:

- 92 peer observations had taken place throughout the year following the collaborative lesson planning which was part of the Learning Circles CPD programme;
- Evaluation of the peer observation process, provided evidence of consistency in approach, frankness during observation, praise given to colleagues where appropriate, the EBI section worked very well and more consistently than self-reflections in lesson observations;
- Observations arising from a cluster representatives' meeting to share and collate views on the learning cycles process were included as part of the decision making process for the LTA strategy for 2016/17.

(iv) Observation of Teaching, Learning and Assessment Summary of Strengths and Areas for Improvement 2015-16

Members noted that:

- A Lesson Observation Report produced by Jamie Davies (Assistant Principal) had been considered at the C&Q Committee's June 2016 meeting, noting 93 lesson observations completed in total and with the report identifying the proportion of current LTA themes identified during observations;
- David Green had undertaken further LTA thematic analysis using the 7 teaching professional standards to extract the key strengths and areas for improvement which had been identified;
- As a result of the above LTA thematic approach, a list of staff identified with outstanding practice and strengths in specific LTA focuses had been produced and they would be approached to act as staff coaches/mentors where a particular LTA focus had been identified as an area for improvement and to provide training sessions at meetings for all teaching staff during 2016/17.

(v) Work Scrutiny (Assessment & Feedback Review)

Members noted that:

- 93 work scrutiny reports had been undertaken by line managers between Jan. and Feb. 2016, with one class sample of work presented by each member of staff for assessment and feedback review;
- Strengths and areas for improvement were identified as a result of the review e.g. key strengths included detailed comments which allowed all students to make progress and improve and key areas for improvement included the need for the Minimum Expected Grades (MEG) to be clearly indicated so students could see progress is in relation to targets;
- Following the introduction of linear A Levels, assessment and feedback had

been made the LTA focus for the Learning cycles for terms 1 and 2 in order to support and develop staff.

(vi) Literacy Steering Group, Numeracy, Employability, British Values and Prevent agenda, Equality & Diversity

Members received updates on staff development, training and actions arising from the above groups and themes, noting strengths and areas for improvement e.g.

- OTLA reports and work scrutiny reports clearly highlight literacy, oracy and numeracy strengths and areas for improvement;
- Literacy/oracy and numeracy had adopted a “10 steps embedding approach” which had been distributed to all staff;
- All subject areas had integrated employability opportunities for students and employability had also been driven forward by the pastoral team with employability opportunities commented upon in some lesson observation reports;
- Jim Darmody (the College's Designated Safeguarding Person) had provided staff training to all teaching staff emphasising that schemes of work and lesson plans should highlight British Values opportunities and staff had undertaken Prevent Duty training;
- The College's internal auditors had reviewed equality and diversity (E&D) concluding it was embedded as part of the LTA strategy and lesson observation process;
- The OTLA 2015-16 had identified strengths and areas for improvement in relation to British Values, Prevent and E&D,

(vii) LTA Quality Improvement Action plan for 2016/17

Members noted that the College considered that:

- The teaching professional standards had been fully implemented within the staff Performance & Development Review (PDR) and the lesson observation process;
- The teaching standards informed and had been used to set the priorities for the 2016/17 LTA programme;
- Sharing outstanding practice in LTA was completely embedded within the College infrastructure;
- Highly positive learner voice at the end of 2016 appeared in part to demonstrate the positive impact of staff continuing to develop their teaching and learning practice.

Members discussed the LTA quality improvement action plan for 2016/17, noting the following 4 actions, which had also been noted above:

1. To improve high achievement and value added outcomes (target ALPS 1-3 for all courses and above national benchmarks for A*/A.B), there will be an LTA focus on quality of assessment and feedback.
2. To improve consistency and quality of sharing best practice, there will be intermittent calendared LTA Faculty and Department curriculum meetings to support the work being undertaken within the Learning Circles.
3. To improve high achievement and value added outcomes (target ALPS 1-3 for all courses and above national benchmarks for A*/A.B), staff with strengths in particular LTA focuses will act as coaches/mentors/trainers to support staff with the focus as an AFI. The peer observation process will focus on the impact of this training.
4. To develop teachers as reflective practitioners (minimum target 75% of staff produce detailed critical reflections as part of the OTLA reporting process), internal training will be provided in terms 3 and 4.

It was noted in response to members' questions that:

- The College's senior management team (SMT) and Faculty Heads worked together to drive forward the LTA process;
- The learning circles appeared to be working well and practice in relation to them was continuing to be developed e.g. the exercise had been more process driven in 2015/16 and would include more pedagogy and research in 2016/17;
- Staff feedback indicated a positive response to the College's LTA strategy;
- The College would ensure that part-time teaching staff (who could not attend the Tues. afternoon learning circles) were still able to be involved;
- The College would be able to provide evidence at inspection of how outstanding LTA practice was shared across the College;
- In addition to the formal lesson observation process, a more informal 'Wyke wander' peer review process would be developed in 2016/17 in which staff observing would write up key observations on a postcard;
- The need to ensure that processes developed were effective before further enhancements were undertaken was emphasised.

The Committee thanked David Green (Head of Learning, Teaching and Assessment) for having presented a comprehensive LTA report.

The Committee received the 2015-16 Learning, Teaching & Assessment (LTA) Report and agreed that a progress report should be presented to the Committee's June 2017 meeting.

Action: DSG

(David Green left the meeting).

Minutes & matters arising

64.4 Minutes of meeting 63 held on 18 Oct. 2016

The minutes of meeting 63 held on 18 Oct. 2016 were approved with the following amendment: in the first bullet point of agenda item 63.9 the reference should be to '1 to 2 electives'.

Action: Clerk

64.5 Matters arising and actions

(Matters Arising, below, are numbered according to their position in the action points table appended to the end of the previous minutes. The reference to the item where the action can be found in the previous minutes is given in brackets at the end of the action).

1 The College's annual report on Learning, Teaching, & Assessment (LTA) was on the agenda (63.5).

2 The annual complaints report which was on the agenda (63.5).

3 The final version of College scorecard, with updated targets, would be presented to the Dec. 2016 meeting of the Corporation, as agreed (63.8).

Action: Chair, C&Q

4 A further report on assessment would be presented to the Feb. 2017 C&Q Committee meeting (63.8).

Action: JAD

- 5 The Committee had received reports and a presentation on curriculum plans, with particular reference to Level 3, at its Oct. 2016 meeting. It was agreed that a report on Level 2 plans should be presented to the Committee's Feb. 2017 meeting (63.9).

Action: MCR

- 6 The final draft of the Corporation collective self-assessment questionnaire 2015-16, amended as agreed, would be recommended to the Corporation for approval of final grading in Dec. 2016 (63.13).

Action: Clerk/Chair, C&Q

Curriculum & quality issues - Part 2

64.6 Curriculum plans report: impact of new curriculum model for 2017-18

Mark Rothery (Vice-Principal) presented a report on curriculum plans.

Members noted that:

- Following the first year of enrolment to the new curriculum model, ratios of applications to enrolments from 2016-17 could be used to forecast enrolment patterns for new students, which should improve the prediction of the number of groups needed in subject areas;
- *[Confidential minute];*
- The key challenge for 2017 would be to forecast numbers of second year groups required by subject e.g. there was an assumption that progression from Year 1 to Year 2 at subject level would improve due to the College following a 3 + elective → 3 model at Level 3, an appropriate factor would also need to be developed for calculations on progression in relation to the effect of elective choices in BTEC courses;
- *[Confidential minute];*
- As it was early in the year, staffing requirements for 2017/18 could still be affected by, for example, future staff promotions and resignations but significant staffing changes were not currently anticipated.

(Julie Peaks left the meeting).

64.7 Annual complaints report

The Committee received the College's annual report on complaints which had reached Principal level between Oct. 2015 and Sept. 2016, noting that 5 complaints had been received, of which 3 had been judged to be valid and 2 mostly valid. It was noted that the Principal had reviewed and decided to retain the existing scoring system used in the annual report, which was more nuanced than a system which noted whether a complaint had been upheld or not upheld.

The Committee received the College's 2015/16 complaints report, discussing and noting actions taken in response to complaints.

64.8 2015-16 Self-assessment Report (SAR)

Members noted that the papers for the 2015-16 Self-assessment Report (SAR) moderation meeting held earlier on 16 Nov. 2016 had been sent out to Committee members separately from the papers for the current meeting i.e. with the papers for the College SAR moderation meeting to which all C&Q Committee members had

been invited. It was noted that in addition to the Principal, the following C&Q Committee members had attended the College SAR moderation meeting: John Wilson, Mike Noddings, Jackie Goodman.

Mike Noddings, as Chair of the C&Q Committee, confirmed that the SAR moderation meeting at which subject grades had been considered had been a robust and thorough process.

The Committee considered a recommendation to the Corporation on the grades considered at the SAR moderation meeting and agreed to recommend them to the Corporation as part of the College's 2015-16 Self-assessment Report (SAR).

Action: Chair, C&Q

64.9 2017/18 College prospectus

It was noted 2017/18 College prospectus was available at:
<http://wyke.ac.uk/courses/request-a-prospectus/>

64.10 Work experience and student destinations reports

It was noted that the work experience and student destinations reports had been considered earlier on the agenda.

Documents from outside bodies

64.11 Documents from the EFA, SFCA, DfE, BIS & other outside bodies

It was noted that there were no documents to consider under this item.

Final matters

64.12 Any other business

(i) Area Based Review (ABR)

The Committee received a verbal report from the Principal on the Area Based Review (ABR) process.

[Confidential minute].

64.13 Risk management – items identified at the meeting

There were no new items of risk identified at the meeting.

64.14 Date of next meeting

It was noted that the Committee was next due to meet on Thursday 16 February 2017 at 4.30pm.

**Curriculum & Quality Committee of Corporation
Minutes of meeting 65, 16 February 2017**

Present: Mike Noddings (Chair), John Wilson (Vice-Chair), Caroline Dawes, Jackie Goodman, Andrew King, Jay Trivedy
In attendance: Jim Darmody (Senior Tutor/College Designated Safeguarding Person), Jamie Davies (Assistant Principal), David Green (Head of Teaching, Learning & Assessment (TLA)), Julie Peaks (Vice-Principal), Mark Rothery (Vice-Principal), Ian Taylor (Assistant Principal)
Clerk: Fiona Bagchi

65.1 Apologies for absence

There were no apologies.

65.2 Declaration of interests

The following standing declarations were noted: Carolyn Dawes (employee, Kelvin Hall School), Jackie Goodman (employee, Hull College), Andrew King (employee, University of Hull).

Minutes & matters arising

65.3 Minutes of meeting 64 held on 16 Nov. 2016

The minutes of meeting 64 held on 16 Nov. 2016 were approved.

65.4 Matters arising and actions

(Matters Arising, below, are numbered according to their position in the action points table appended to the end of the previous minutes. The reference to the item where the action can be found in the previous minutes is given in brackets at the end of the action).

- 1 It had been agreed that the Clerk would place the presentation of the student destinations report and UCAS report at the Committee's spring term meeting when the Committee's 2017/18 standing agenda item list was reviewed at the Committee's June 2017 meeting (64.10).

Action: Clerk
- 2 A Learning, Teaching & Assessment (LTA) progress report would be presented to the Committee's June 2017 meeting (64.13).

Action: JAD/DSG
- 3 The minutes of meeting 63 held on 18 Oct. 2016 had been amended, as agreed (64.4).
- 4 The final version of the College scorecard, with updated targets, had been presented to the Dec. 2016 meeting of the Corporation and approved, on the recommendation of the C&Q Committee (64.5).
- 5 A progress report on lesson observation and the LTA process was on the agenda (64.5).
- 6 A Level 2 curriculum report was on the agenda, as agreed (64.5).

- 7 The final draft of the Corporation collective self-assessment questionnaire 2015-16 had been recommended to the Dec. 2016 Corporation meeting, which had approved the final grading. A copy of the final report, with an updated action column, was on the agenda, for information (64.5).
- 8 The grades considered at the Self-assessment Report (SAR) moderation meeting had been approved at the Dec. 2016 Corp. meeting as part of the ratification of the College's 2015-16 Self-Assessment Report (SAR) (64.5).
- 9 A Special meeting of the Corporation had been held on 28 Nov. 2016 and had approved a draft proposal for the establishment of a Humber Federation of Sixth Form Colleges which had been presented to the York, N. Yorkshire, E. Riding & Hull (YNYERH) Area Based Review (ABR) Steering Group 3 meeting on 1 Dec. 2016. It was noted that the proposal formed the basis of the recommendation to be considered at ABR Steering Group 5 (the final ABR meeting) (64.12).

Curriculum & quality issues

65.5 Enrolment & induction survey 2016 summary

Jamie Davies, Assistant Principal, presented the report, which had been compiled by the Registrar, Alex Eslor.

Members considered the report, noting that:

- Applications for 2016/17 had been made at the same times of year as in 2015/16;
- The proportion of interviews held in College had increased;
- 191 students (20%) had completed the enrolment and induction questionnaire, with students generally satisfied with the process;
- The percentage of students waiting for their enrolment interview for less than 5 minutes had increased slightly by 1% but with 20% fewer waiting for more than 15 minutes;
- There had been more comments about needing additional seating and there had been a small decrease in the proportion of students who had said that the waiting area was comfortable;
- The number of students with a long term career aim had increased by 8%;
- The proportion of students who felt that all the guidance and advice given had been helpful had stayed overall at the same percentage;
- There had been a small decrease in the percentage of students who felt they had had enough time to make their minds up about courses, and a very slight decrease in those who had felt that the interviewer had helped them to make choices;
- A smaller percentage had reported that the timetable structure had prevented them from choosing the courses they wanted;
- The percentage of students who had felt that overall they had enrolled on the best course had decreased slightly by 2%;
- A lower proportion of students had felt that the Induction day activities had been important in getting to know other students and the College;
- A higher proportion of students had received their student handbook but a lower percentage had been aware of the College Charter.

Members noted, in discussion of changes being made for 2017/18, that:

- Students progressing from Year 1 to Year 2 would be enrolled in June 2017 rather than autumn 2017, following the introduction of Linear A Levels;
- With reference to changes to the 2017/18 induction process, student feedback had indicated that a shorter time spent with tutors on introductory activities followed by curriculum groups should work better;
- The College was considering whether electives should be compulsory for 2017/18.

Members considered the comments section of the report, noting possible areas for review for

2017/18 e.g. seating and catering arrangements.

The Committee received the 2016/17 enrolment and induction report.

65.6 Lesson observation commentary 2016-17, Observation of Learning, Teaching & Assessment (OLTA) process & LTA programme 2016/17

Jamie Davies presented the LTA report.

Members noted that:

- 2016/17 was the second year of the ungraded lesson observation scheme, reflecting Ofsted's approach to lesson observations;
- The aim had been to start a change in culture where lesson observations could support an open and honest discussion between observer and observee, as well as allowing the college to monitor staff's performance in class against the teaching standards;
- Lesson observation feedback was qualitative and developmental with a greater focus on the observee's reflection on their practice and links with cross college LTA focuses;
- Lessons were reviewed in relation to the teaching standards and, if evidence of all seven was not seen, a second observation would be triggered;
- If a second observation did not evidence all seven standards, internal college QA process would be followed e.g. use of the capability procedure;
- Walkthrough observations were carried out and also carried out walkthrough observations which supported the College-wide Teaching and Learning themes that had been set by agreement and under the guidance of the Head of Teaching Learning and Assessment, David Green, providing additional quality assurance;
- David Green was currently reviewing the walkthrough process, and in the second half of 2016/17 a system to record and review these observations would be developed.

Members reviewed the tables accompanying the report, noting with reference to key themes arising from the reports, that references to equality and diversity and British values had increased in 2016/17 when compared with 2015/16.

It was noted in discussion that:

- Completing all initial lesson observations (other than for staff on long term absence) by Nov. in the first term had allowed for earlier identification and support to be put into place and allowed focus to move from performance management lesson observations to walkthroughs, which provided a more valid measure of classroom practice;
- Areas for improvement that were identified within the lesson observations would be used to help identify relevant workshop sessions for staff in the second half of the spring term;
- LTA thematic analysis of the OTLA reports conducted by David Green for 2014/15 and 2015/16 demonstrated improved outcomes, especially in the area of questioning strategies, showing positive impact of the LTA in-house continuing professional development.

The Committee received a progress report on the lesson observation process.

65.11 Ofsted preparations. incl. agreement of list of Corporation members to meet inspectors

Julie Peaks, Vice-Principal, gave an update on the College's Ofsted preparations, noting that an inspection could be expected during 2017.

Members noted that inspectors would meet with staff, students, stake-holders, and Corporation members, agreeing that the Clerk should contact Corporation members to agree a small group of Corporation members that would be available to meet with inspectors.

Action: Clerk

65.7 Self-assessment report (SAR) quality improvement plan (QIP) update

Ian Taylor, Assistant Principal, presented the Self-assessment report (SAR) quality

improvement plan (QIP) update.

Members noted that the SAR QIP had been approved as part of the SAR ratified by the Corporation at its Dec. 2016 meeting, with the update showing actions planned, ongoing and completed to date.

Members considered the addition of the RAG-rated Comments/QIP Status column, where Red equalled areas subject to departmental review and Amber areas that were being monitored. It was noted in response to members' questions that the updated QIP would be made available to Ofsted at inspection, together with relevant files showing progress made.

The Committee received and considered the SAR QIP update.

65.8 Review the College's quality strategy (i.e. the College's Policy for the Improvement of Performance in Learning)

The Committee noted that:

- Under Article of Government 3(b) the Corporation was responsible for approving the College's quality strategy i.e. the Policy for the Improvement of Performance in Learning.;
- The policy was reviewed annually by the College and the C&Q Committee e.g. the Corporation last approved updating changes in Mar. 2016, on the recommendation of the C&Q Committee.

It was noted in response to members' questions that the impact assessment section was reviewed annually and that the reference to 2012 would therefore be removed.

The Committee completed its annual review of the College Policy for the Improvement of Performance in Learning and agreed to recommend updating changes to Corporation for approval, amended as noted above.

Action: Chair

65.9 Raiseonline summary & performance league table results for sixth form colleges & local institutions

Ian Taylor presented the Raiseonline summary and performance league table results for sixth form colleges and local institutions. It was noted that the performance league tables had been considered at the Jan. 2017 meeting of the F&GP Committee and would also be presented to the Corporation for review.

Members discussed the Raiseonline summary in detail, noting that:

- The version presented to members' was the latest version (Jan. 2017), with an updated version due to be produced shortly;
- The tables provided information on performance for 2014, 105 and 2016;
- The 2016 data related to students who completed their 16-18 studies in summer 2016;
- The tables would be a reference source for Ofsted at inspection;
- The overall College score was above the national average (12% of schools/colleges nationally);
- While the College's value-added (VA) scores were positive for 2016, the 2014 and 2015 data appeared to contradict the ALPs and ALIS data, which the College would raise at inspection.

The Committee discussed areas with good value-added and areas which would be kept under review/had action plans. Members noted that the College's students overall had lower grades on entry than average but produced good value-added results, noting, however, that more work was planned to help improve grades for students who came to the College with A grades.

(Julie Peaks left the meeting).

The Committee received the Raiseonline summary and performance league table

results for sixth form colleges and local institutions.

65.10 Report on curriculum plans

Mark Rothery, Vice-Principal, presented the report on Level 2 curriculum plans.

Members noted that:

- The Level 2 cohort size for 2015/16 had been 47 students, returning to 84 students in 2016/17, which was similar to previous years;
- Following review of outcomes for 2015/16 in GCSE subjects (in which too few students had achieved 5 grade C or better GCSEs), the requirement for students to do 5 GCSEs had been removed and a mix of Level 2 GCSEs and BTEC qualifications had been introduced;
- Priorities for 2017/18 included an increased emphasis on GCSE English and Maths and transition to the new GCSE specifications in English, Maths and Science, which had a 1-9 grading scale;
- The draft curriculum for 2017/18 would be reviewed following 2017 results.

Members noted in discussion that students taking a full Level 2 programme tended to be weaker academically while Single Year students could be students who had some grade Cs at GCSE but not enough to take the Level 3 courses they wished to take or they could be non-native English speakers or students who had been home-schooled and had not previously taken exams.

It was noted in response to members' questions with reference to teaching quality, that all science staff already taught one GCSE group and from 2016/17, all English staff would also teach one GCSE group. Members commended the increased emphasis on GCSE English and Maths teaching from 2017/18, both because it was a key league table performance measure but also as core subjects which provided important preparation for study at Level 3.

The Committee received a report on Level 2 curriculum plans.

65.11 Ofsted preparations. incl. agreement of list of Corporation members to meet inspectors

It was noted that this item had been considered earlier on the agenda.

65.12 Items deferred to June 2017 meeting

It was noted that the following had been deferred to the Committee's June 2017 meeting: Qualification & Achievement Rate (QAR) report (awaiting comparative benchmark data); pastoral report.

Governance matters

65.13 Final version of Corporation 2015/16 collective effectiveness questionnaire with updated action table

The Committee noted that Corporation's collective self-assessment of its own effectiveness contributed towards the grade for leadership and management in the College's Self-Assessment Report, which was shown as Grade 1 (Outstanding) in the College's 2015/16 Self-assessment Report (SAR) which had been ratified by the Corporation at its Dec. 2016 meeting.

The Clerk presented the final version of Corporation 2015/16 collective effectiveness questionnaire, highlighting the action column showing actions taken since the Dec. 2016 meeting of the Corporation.

The Committee reviewed the final version of the Corporation 2015/16 collective effectiveness questionnaire, including the updated action table.

Documents from outside bodies

65.14 Documents from the EFA, SFCA, DfE, BIS & other outside bodies.

The Committee received extracts from the Sixth Form College' Association (SFCA) Updates of 11 Jan. and 7 Feb. 2017.

Final matters

65.15 Any other business

The Chair thanked staff members for the reports presented to the meeting.

65.16 Risk management – items identified at the meeting

It was noted that no new items of risk had been identified at the meeting.

65.17 Date of next meeting

It was noted that the Committee was next due to meet on Tues. 20 June 2017at 4.30pm.

Fiona Bagchi
Clerk to the Corporation